



ABNER CREEK ELEMENTARY

2050 Abner Creek Road
Duncan, South Carolina

Grades	PK-4 Elementary School	
Enrollment	377 Students	
Principal	Patricia Paul	864-949-2334
Superintendent	Dr. Scott Turner	864-949-2350
Board Chair	Steve Brockman	864-949-2350

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Good
2009	Good	Average
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

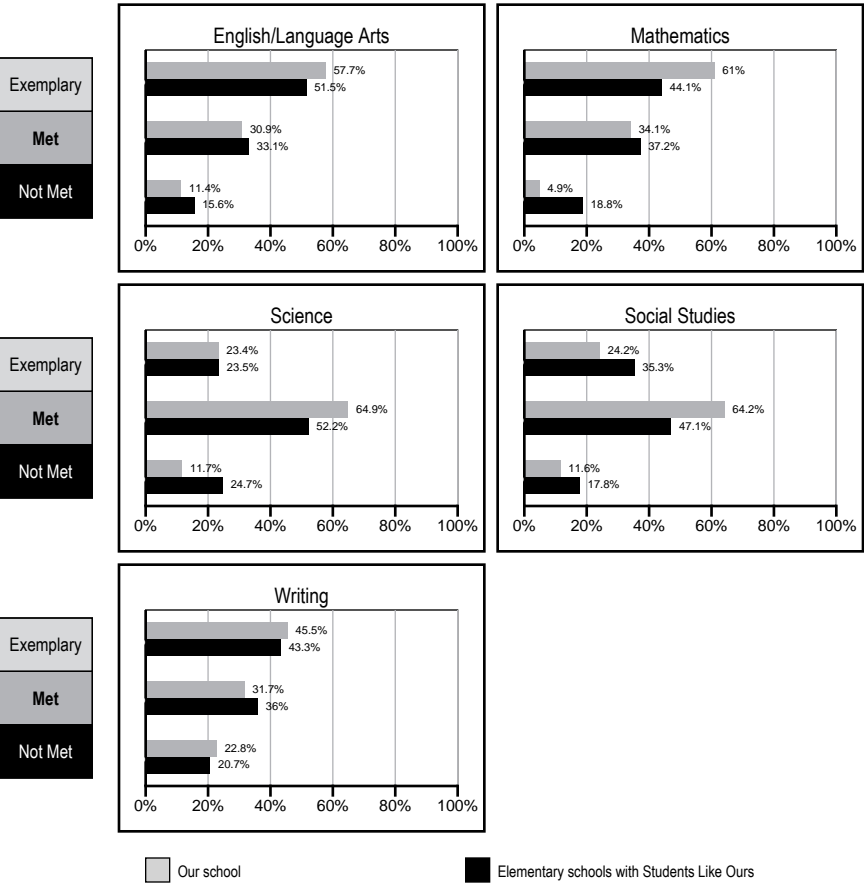
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 92.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
27	25	10	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=377)				
First graders who attended full-day kindergarten	97.3%	Down from 100.0%	100.0%	100.0%
Retention rate	1.2%	Up from 0.3%	0.8%	1.2%
Attendance rate	97.4%	Up from 96.4%	96.5%	96.1%
Eligible for gifted and talented	19.7%	Up from 14.0%	19.2%	11.7%
With disabilities other than speech	2.8%	Down from 9.4%	7.0%	8.0%
Older than usual for grade	0.0%	Down from 0.4%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	77.8%	Up from 76.9%	63.6%	60.5%
Continuing contract teachers	88.9%	Up from 84.6%	86.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	89.2%	87.0%
Teacher attendance rate	96.6%	Up from 91.2%	96.0%	95.4%
Average teacher salary*	\$47,755	Up 1.0%	\$48,929	\$47,288
Professional development days/teacher	13.4 days	Up from 9.3 days	10.6 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	3.8	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 11.7 to 1	20.1 to 1	19.2 to 1
Prime instructional time	93.3%	Up from 86.5%	92.3%	90.8%
Opportunities in the arts	Good	Up from Poor	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,805	N/A	\$7,037	\$7,548
Percent of expenditures for instruction**	68.4%	N/A	70.7%	68.7%
Percent of expenditures for teacher salaries**	65.7%	N/A	68.2%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Abner Creek Elementary School, located 2.1 miles off of Interstate 85 in Spartanburg County, opened its doors on August 19 of 2008 and presently serves 385 students in pre-kindergarten through fourth grade. The faculty and staff of 57 serve our students in a state-of-the-art facility. We are on a journey to excellence and focus on providing a supportive learning environment to the children, their caregivers, and all stakeholders who enter our doors. Our students are told daily that we love them and that we have high expectations for them.

One of our goals this year was to continue shared decision-making opportunities with parents, business partners, and our community. Our Parent Teacher Organization (PTO), a School Improvement Council (SIC), and partnerships with businesses such as Twin Palmetto Fine Foods, Pizza Inn, Abner Creek Baptist Church, Fulton Presbyterian Church, Zaxby's, Bruster's Ice Cream, and Food Lion have been instrumental in the success of our school year. We also enjoyed our partnership with the Spartanburg Writing Project for the second consecutive year. We were able to hold five Family Write Nights and publish another school anthology. We will continue to seek out and embrace partners in education.

This year, our faculty and staff continued with our Learning-Focused School initiative. This exciting school reform model provides in-depth focus on the SC standards and District 5 curriculum for both teachers and students. We also focused on balanced literacy, writing instruction through implementation of Write...from the Beginning, problem solving in math, and science inquiry skills.

The creation of professional learning communities has also been a priority. Teachers were able to select professional books of their choice and collaborate with their colleagues to broaden their understanding of teaching and learning. Opportunities for students include early intervention programs, a reading intervention program, ESOL (our program for speakers of other languages), REACH (our gifted/talented program), Creations (our gifted art program), and services for special needs. Student leadership is encouraged through participation in Student Council, the Gator Patrol, and the Morning Show broadcasting crew. Service opportunities were abundant through our participation in Relay for Life, Operation Love-a-Pet, Jump Rope for Heart, March of Dimes, Water for Haiti, and Coins-for-Fun for District 5 Ministries. Abner Creek Elementary School has been recognized for the Palmetto Silver Award for closing the achievement gap for our economically-challenged students. Abner Creek is also honored to have the District 5 Distinguished Teacher of Reading on our staff, Mitzi Mehafeey.

We are looking forward to the adventure of becoming one of Spartanburg County's first magnet schools. Our new name will be Abner Creek Academy. Expressing academic excellence through communications and the arts, will be the focus of our magnet curriculum. During the first year, we will infuse advanced speaking and writing opportunities into our curriculum content units. Leadership development will be embedded into our curriculum as well.

Abner Creek Academy's mission is to ensure that all students experience success by providing a quality education in a safe and loving environment.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	67	50
Percent satisfied with learning environment	100.0%	98.5%	98.0%
Percent satisfied with social and physical environment	100.0%	94.0%	94.0%
Percent satisfied with school-home relations	100.0%	91.0%	85.7%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable **N/AV**–Not Available **N/C**–Not Collected **N/R**–Not Reported **I/S**–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.3%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.4%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	135	100	11.1	31	57.9	95.2	87.1	83.5	Yes	Yes
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Gender

Male	66	100	8.2	39.3	52.5	96.7	84.3	80.1	N/A	N/A
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Female	69	100	13.8	23.1	63.1	93.8	90.1	87	N/A	N/A
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Racial/Ethnic Group

White	101	100	12.6	31.6	55.8	94.7	89.9	89.6	Yes	Yes
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African American	18	100	13.3	26.7	60	93.3	78.6	74.6	I/S	I/S
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Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	91.8	92.7	I/S	I/S
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Hispanic	6	I/S	I/S	I/S	I/S	I/S	81.3	79.6	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
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Disability Status

Disabled	14	100	41.7	41.7	16.7	66.7	51.9	51.7	I/S	I/S
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
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English Proficiency

Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	79.7	79	I/S	I/S
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Socio-Economic Status

Subsidized meals	49	100	8.9	46.7	44.4	95.6	81.4	76.9	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	135	100	4.8	35.7	59.5	98.4	85.3	80.4	Yes	Yes
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Gender

Male	66	100	4.9	39.3	55.7	98.4	83.2	78.4	N/A	N/A
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Female	69	100	4.6	32.3	63.1	98.5	87.6	82.5	N/A	N/A
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Racial/Ethnic Group

White	101	100	4.2	38.9	56.8	98.9	88.2	87.8	Yes	Yes
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African American	18	100	13.3	20	66.7	93.3	75.4	69.3	I/S	I/S
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Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	93.8	93.5	I/S	I/S
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Hispanic	6	I/S	I/S	I/S	I/S	I/S	82.3	78.3	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
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Disability Status

Disabled	14	100	8.3	75	16.7	91.7	48.6	46.1	I/S	I/S
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
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English Proficiency

Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	82.2	78.9	I/S	I/S
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Socio-Economic Status

Subsidized meals	49	100	8.9	44.4	46.7	97.8	78.8	72.8	Yes	Yes
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* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	102	100	11.6	64.2	24.2	88.4	75	67.3
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Gender

Male	51	100	6.4	63.8	29.8	93.6	74.9	66.9
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Female	51	100	16.7	64.6	18.8	83.3	75	67.7
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Racial/Ethnic Group

White	77	100	11.3	62	26.8	88.7	80.3	79.6
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African American	11	100	I/S	I/S	I/S	I/S	57.3	49.7
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Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	82.5	84.4
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	70.1	59.4
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
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Disability Status

Disabled	9	I/S	I/S	I/S	I/S	I/S	34.3	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency

Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	64.6	58.6
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Socio-Economic Status

Subsidized meals	38	100	11.4	74.3	14.3	88.6	66.3	55.4
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Social Studies

All Students	103	99	11.3	64.9	23.7	88.7	76.4	70.9
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Gender

Male	52	100	10	66	24	90	77.3	70.1
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Female	51	98	12.8	63.8	23.4	87.2	75.6	71.7
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Racial/Ethnic Group

White	77	98.7	11	64.4	24.7	89	79.2	79.2
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African American	14	100	25	50	25	75	66.5	58.4
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Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.9	86.8
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Hispanic	6	I/S	I/S	I/S	I/S	I/S	74.3	68
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
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Disability Status

Disabled	12	91.7	I/S	I/S	I/S	I/S	38.6	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency

Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	74.1	68
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Socio-Economic Status

Subsidized meals	41	97.6	13.2	68.4	18.4	86.8	67.2	60.8
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Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	135	97.8	22.8	31.7	45.5	77.2	76.4	72.1	97.4	96.7
Gender										
Male	65	96.9	28.8	35.6	35.6	71.2	70	65.2	97.4	96.6
Female	70	98.6	17.2	28.1	54.7	82.8	83.2	79.2	97.5	96.8
Racial/Ethnic Group										
White	101	98	23.7	28	48.4	76.3	80.3	80.8	97.3	96.4
African American	17	100	20	46.7	33.3	80	65.2	59.7	97.6	97.1
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	84.7	87	98.7	98
Hispanic	7	I/S	I/S	I/S	I/S	I/S	65	64.6	97.4	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	98.9	96.7
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	26.3	27.7	96	95.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	65	63.7	98.2	97.2
Socio-Economic Status										
Subsidized meals	49	93.9	38.1	35.7	26.2	61.9	66.8	61.9	97.1	96.2

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	60	100	10.7	35.7	53.6	89.3
	4	50	100	15.2	52.2	32.6	84.8
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	65	100	13.6	15.3	71.2	86.4
	4	70	100	9	44.8	46.3	91
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	60	100	8.9	42.9	48.2	91.1
	4	50	100	8.7	47.8	43.5	91.3
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	65	100	6.8	33.9	59.3	93.2
	4	70	100	3	37.3	59.7	97
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	29	100	7.1	60.7	32.1	92.9
	4	50	100	30.4	58.7	10.9	69.6
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	32	100	7.1	35.7	57.1	92.9
	4	70	100	13.4	76.1	10.4	86.6
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	31	100	28.6	35.7	35.7	71.4
	4	49	100	11.1	60	28.9	88.9
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	33	97	6.7	40	53.3	93.3
	4	70	100	13.4	76.1	10.4	86.6
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	61	96.7	20	34.5	45.5	80
	4	50	96	15.9	45.5	38.6	84.1
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	65	96.9	19.3	24.6	56.1	80.7
	4	70	98.6	25.8	37.9	36.4	74.2
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample